



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

Burns Avenue Building 45103, Ft Huachuca, AZ 85613

Fort Huachuca Accommodation District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Performing Plus
2003-04 Highly Performing

(a) For additional information,
please refer to Achievement
Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information,
please refer to the AYP page in this
report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mrs. Connie Johnson
Schedule : 07:00 AM to 04:30 PM
Grades : 3-5
Web Address : www.fthuachuca.k12.az.us/myer.html
Phone Number : (520) 459-8986
Fax Number : (520) 459-4092
E-mail : johnsonc@fthuachuca.k12.az.us

Mission

Dedicated to creating an environment where every child is given the opportunity to receive a quality education...that neither race, sex, ethnic heritage, geography, nor social or economic status may be used to deny a child the opportunity to learn.

School / Academic Goals

- ü Every student will achieve 70% or better average on report card grades, as well as the District Achievement Plan testing by the year 2007.
- ü To pre- and post-test every student using the MET 7 test in order to determine whether students are achieving necessary skills.

Enrollment

October 1, 2005 School Year Student Enrollment : 377
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 137

Instructional Programs

- Ü ELL
- Ü Gifted
- Ü On-site Special Education

Calendar Information

Number of Instruction Days :	181
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/9/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Parents are provided a handbook at registration. The school's responsibility concerning transportation, Special Ed, Lunch Program, 504, discipline, health services, legal rights, Gifted Program, Acceptable Use Policy, Volunteer Program are included.

Parents

The parent or guardian is charged by law with the responsibility for the student's consistent school attendance. They must also provide proper clothing and nourishment. They are also expected to accept responsibility for their children's conduct.

Transportation Policy

Students whose disability requires transportation as provided in their IEP. Students who reside in excess of a 1 mile radius of the school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü 1st Place Girls Cochise Youth Classic Run(9-10)	2005
Ü 1st Place Boys Cochise Youth Classic Run (9-10, 11-12)	2005
Ü Thinking Cap Bowl (4th Place - AZ) (8th Place - US)	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	121	80010	--	98	99	--	461	447	--	2	10	--	11	18	--	66	53	--	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	60	38935	--	95	99	--	461	447	--	2	9	--	10	19	--	68	55	--	20	17
Male	--	61	40974	--	100	98	--	460	448	--	3	11	--	11	18	--	64	52	--	21	19
African American	--	24	4201	--	100	99	--	446	430	--	NA	17	--	13	23	--	83	51	--	4	9
Hispanic	--	21	34545	--	95	99	--	463	432	--	10	14	--	5	24	--	57	53	--	29	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	--	73	35142	--	99	99	--	466	465	--	1	5	--	11	11	--	63	56	--	25	28
Students with Disabilities	--	15	10161	--	88	93	--	443	419	--	13	28	--	20	28	--	53	36	--	13	8
Students without Disabilities	--	106	69849	--	100	100	--	463	451	--	1	7	--	9	17	--	68	56	--	22	19
Limited English Proficient Students	--	NC	14013	--	NC	97	--	NC	413	--	NC	24	--	NC	34	--	NC	39	--	NC	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	--	28	39029	--	97	98	--	464	432	--	NA	14	--	11	25	--	64	52	--	25	9
Non-Economically Disadvantaged	--	93	40981	--	99	100	--	459	462	--	3	6	--	11	13	--	67	54	--	19	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	122	79438	--	99	98	--	473	451	--	NA	9	--	12	24	--	76	56	--	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	61	38775	--	97	99	--	475	457	--	NA	7	--	11	22	--	77	58	--	11	13
Male	--	61	40560	--	100	97	--	471	446	--	NA	12	--	13	25	--	75	54	--	11	9
African American	--	25	4178	--	100	98	--	458	439	--	NA	13	--	20	29	--	76	52	--	4	6
Hispanic	--	21	34297	--	95	98	--	480	434	--	NA	14	--	14	31	--	76	50	--	10	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	--	73	34887	--	99	98	--	477	471	--	NA	4	--	10	15	--	75	63	--	15	18
Students with Disabilities	--	15	9588	--	88	88	--	450	416	--	NA	30	--	33	32	--	60	34	--	7	5
Students without Disabilities	--	107	69850	--	100	100	--	476	456	--	NA	7	--	9	23	--	79	59	--	12	12
Limited English Proficient Students	--	NC	13856	--	NC	96	--	NC	407	--	NC	27	--	NC	43	--	NC	29	--	NC	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	--	28	38685	--	97	97	--	473	435	--	NA	14	--	11	32	--	79	50	--	11	5
Non-Economically Disadvantaged	--	94	40753	--	100	99	--	473	467	--	NA	5	--	13	16	--	76	62	--	12	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	123	79971	--	100	99	--	419	423	--	2	8	--	56	41	--	41	49	--	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	--	62	38974	--	98	99	--	427	437	--	3	5	--	42	33	--	55	57	--	NA	4
Male	--	61	40895	--	100	98	--	412	410	--	2	10	--	70	47	--	28	41	--	NA	2
African American	--	25	4203	--	100	99	--	412	411	--	4	11	--	68	45	--	28	43	--	NA	2
Hispanic	--	21	34481	--	95	99	--	430	410	--	NA	10	--	52	46	--	48	43	--	NA	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	--	74	35150	--	100	99	--	419	437	--	3	5	--	53	35	--	45	56	--	NA	5
Students with Disabilities	--	16	10258	--	94	94	--	398	377	--	6	23	--	69	51	--	25	25	--	NA	1
Students without Disabilities	--	107	69713	--	100	100	--	422	429	--	2	5	--	54	39	--	44	52	--	NA	3
Limited English Proficient Students	--	NC	13985	--	NC	97	--	NC	382	--	NC	18	--	NC	54	--	NC	27	--	NC	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	--	28	38994	--	97	98	--	426	409	--	NA	10	--	57	47	--	43	41	--	NA	1
Non-Economically Disadvantaged	--	95	40977	--	100	100	--	418	437	--	3	5	--	56	34	--	41	56	--	NA	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	121	80147	100	100	99	493	493	482	5	5	11	11	11	17	57	57	49	27	27	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	63	39281	100	100	99	490	490	483	3	3	9	11	11	17	62	62	50	24	24	24
Male	58	58	40780	100	100	98	496	496	482	7	7	12	10	10	17	52	52	48	31	31	24
African American	25	25	4249	100	100	99	483	483	464	8	8	17	20	20	22	56	56	48	16	16	13
Hispanic	23	23	33494	100	100	99	479	479	466	9	9	15	13	13	23	61	61	49	17	17	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	65	65	36122	100	100	99	502	502	501	3	3	5	6	6	10	57	57	50	34	34	35
Students with Disabilities	10	10	10295	100	100	92	NA	NA	443	NA	NA	33	NA	NA	26	NA	NA	33	NA	NA	8
Students without Disabilities	111	111	69852	100	100	100	496	496	488	2	2	7	11	11	16	59	59	51	28	28	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	24	24	38371	100	100	97	497	497	465	8	8	15	8	8	23	58	58	49	25	25	13
Non-Economically Disadvantaged	97	97	41776	100	100	100	492	492	498	4	4	6	11	11	11	57	57	49	28	28	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	121	79686	100	100	98	484	484	470	4	4	11	12	12	24	74	74	57	10	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	63	39163	100	100	99	492	492	475	2	2	9	8	8	22	75	75	60	16	16	10
Male	58	58	40438	100	100	97	476	476	465	7	7	13	17	17	25	72	72	54	3	3	7
African American	25	25	4228	100	100	98	480	480	458	8	8	15	16	16	28	68	68	53	8	8	4
Hispanic	23	23	33299	100	100	98	476	476	452	4	4	17	9	9	32	83	83	47	4	4	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	65	65	35914	100	100	98	490	490	489	2	2	5	12	12	15	72	72	67	14	14	14
Students with Disabilities	10	10	9808	100	100	87	NA	NA	432	NA	NA	35	NA	NA	32	NA	NA	30	NA	NA	3
Students without Disabilities	111	111	69878	100	100	100	489	489	475	2	2	8	10	10	23	77	77	61	11	11	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	24	24	38095	100	100	97	489	489	452	8	8	17	8	8	32	71	71	48	13	13	3
Non-Economically Disadvantaged	97	97	41591	100	100	99	483	483	486	3	3	6	13	13	16	74	74	65	9	9	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	121	121	80372	100	100	99	476	476	475	3	3	4	29	29	30	65	65	64	2	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	63	39452	100	100	99	493	493	488	NA	NA	3	21	21	22	76	76	72	3	3	3
Male	58	58	40836	100	100	98	458	458	464	7	7	6	38	38	37	53	53	56	2	2	1
African American	25	25	4264	100	100	99	471	471	465	4	4	5	40	40	35	48	48	59	8	8	1
Hispanic	23	23	33608	100	100	99	480	480	462	NA	NA	6	35	35	36	65	65	57	NA	NA	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	65	65	36213	100	100	99	476	476	489	5	5	2	25	25	22	69	69	72	2	2	3
Students with Disabilities	10	10	10526	100	100	94	NA	NA	427	NA	NA	15	NA	NA	53	NA	NA	31	NA	NA	1
Students without Disabilities	111	111	69846	100	100	100	481	481	482	2	2	3	27	27	26	68	68	69	3	3	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	24	24	38521	100	100	98	482	482	461	NA	NA	6	33	33	38	63	63	55	4	4	1
Non-Economically Disadvantaged	97	97	41851	100	100	100	474	474	489	4	4	3	28	28	22	66	66	72	2	2	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	108	79306	100	100	99	521	521	504	8	8	13	11	11	20	54	54	49	27	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	58	38845	100	100	99	529	529	505	3	3	11	12	12	20	57	57	50	28	28	18
Male	50	50	40383	100	100	98	511	511	504	14	14	14	10	10	19	50	50	47	26	26	19
African American	28	28	4171	100	100	98	503	503	485	14	14	20	11	11	26	57	57	44	18	18	10
Hispanic	19	19	32673	95	95	99	515	515	487	11	11	18	26	26	25	32	32	46	32	32	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	54	54	36234	100	100	99	527	527	523	4	4	6	7	7	13	65	65	52	24	24	28
Students with Disabilities	18	18	10286	100	100	91	467	467	462	39	39	41	22	22	27	33	33	27	6	6	5
Students without Disabilities	90	90	69020	100	100	100	531	531	510	2	2	9	9	9	18	58	58	52	31	31	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	24	24	37437	89	89	97	501	501	486	17	17	19	17	17	26	42	42	46	25	25	9
Non-Economically Disadvantaged	84	84	41869	100	100	100	526	526	521	6	6	7	10	10	14	57	57	51	27	27	27

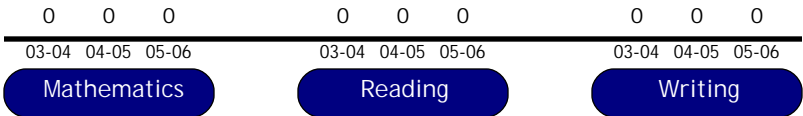
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	108	79000	100	100	98	510	510	489	4	4	10	13	13	24	69	69	58	15	15	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	58	38774	100	100	99	521	521	494	2	2	7	3	3	22	76	76	61	19	19	10
Male	50	50	40150	100	100	98	497	497	485	6	6	12	24	24	25	60	60	55	10	10	8
African American	28	28	4153	100	100	98	496	496	476	4	4	13	21	21	30	71	71	53	4	4	4
Hispanic	19	19	32508	95	95	98	493	493	472	NA	NA	15	26	26	33	68	68	49	5	5	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	54	54	36135	100	100	98	522	522	508	4	4	4	6	6	14	69	69	67	22	22	15
Students with Disabilities	18	18	9991	100	100	88	455	455	449	22	22	33	33	33	36	44	44	29	NA	NA	2
Students without Disabilities	90	90	69009	100	100	100	521	521	495	NA	NA	6	9	9	22	73	73	62	18	18	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	24	24	37234	89	89	97	497	497	472	4	4	15	33	33	33	42	42	50	21	21	3
Non-Economically Disadvantaged	84	84	41766	100	100	99	513	513	505	4	4	5	7	7	16	76	76	65	13	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	109	79611	100	100	99	498	498	496	4	4	7	39	39	37	58	58	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	58	58	39016	100	100	99	518	518	511	2	2	4	19	19	29	79	79	66	NA	NA	1
Male	51	51	40519	100	100	98	477	477	482	6	6	10	61	61	44	33	33	46	NA	NA	0
African American	28	28	4188	100	100	98	490	490	486	7	7	9	36	36	40	57	57	50	NA	NA	0
Hispanic	20	20	32855	100	100	99	494	494	481	NA	NA	10	55	55	43	45	45	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	54	54	36380	100	100	99	503	503	511	2	2	4	37	37	30	61	61	65	NA	NA	1
Students with Disabilities	18	18	10664	100	100	94	438	438	440	17	17	23	67	67	54	17	17	22	NA	NA	1
Students without Disabilities	91	91	68947	100	100	100	510	510	504	1	1	4	33	33	34	66	66	61	NA	NA	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	24	24	37626	89	89	98	494	494	479	4	4	10	42	42	45	54	54	45	NA	NA	0
Non-Economically Disadvantaged	85	85	41985	100	100	100	500	500	511	4	4	4	38	38	30	59	59	65	NA	NA	1

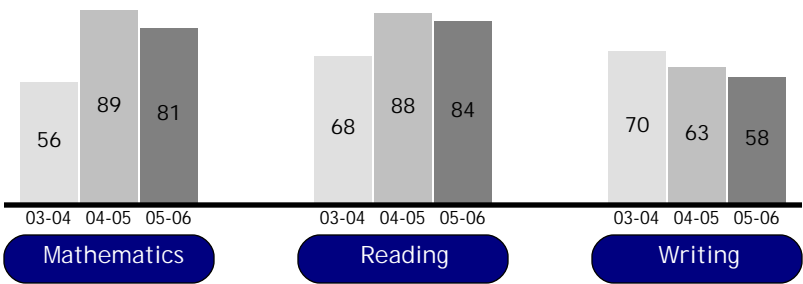
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
3	Reading	--	--	NA	55	--	--	51	44	--	--	63	46
	Language	--	--	63	61	--	--	52	44	--	--	56	46
	Mathematics	--	--	67	61	--	--	54	51	--	--	65	52
4	Reading	93	66	NA	56	98	57	57	48	100	61	61	52
	Language	98	63	63	52	98	59	59	49	100	58	58	52
	Mathematics	98	72	72	61	98	59	59	53	100	65	65	58
5	Reading	96	69	NA	55	100	62	62	50	100	72	72	56
	Language	98	59	59	49	100	62	62	50	100	72	72	54
	Mathematics	98	72	72	63	98	60	60	49	100	63	63	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

General Myer Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Instructional Strategies
- ü Curriculum Development
- ü School Safety Issues
- ü Extracurricular Activities
- ü Parent/Educator Relations
- ü Budget

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	10.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	2	0	0	0
7 to 9 years	6	1	0	0
10 or more years	7	9	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Music / Choir Room
- ü Occupational/Physical Therapy Room
- ü Computer Lab
- ü Library

Extracurricular Activities

- ü Citizenship Program - Character Counts
- ü Magellan Running Club
- ü Choir
- ü Afterschool Program for Homework
- ü Beginning Band
- ü Before School Math Program

Social Services

- ü Afterschool Program
- ü Lunch Program
- ü Counseling Services
- ü DES Services
- ü CPS Services
- ü Iguana Be Fit Program
- ü Magellan Running Club

General Myer Elementary School

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

Ü Mrs. Allison Spencer Teacher of Year from Myer School.

Ü Academic Bowl - 2nd Place.

Ü Iguana Be Fit Program Recognition - Mrs. Alyce Tordsen.

Ü Recognized as an AZ Highly Performing School

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Promotion Rate ⁵	85	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Playground monitors, behavior coach, counselor, school nurse, crossing guards, Peer Mediation Program and Safety Committee promote a safe and orderly climate for learning.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Connie Johnson	(520) 459-8986
Transportation Policy	Todd Poer	(520) 459-8891
Community Resources	11th Military Intelligence Battalion	(520) 533-7999
School Nutrition Programs	Sandy Stringer	(520) 459-8998
Parent Organization	PTSO	(520) 459-8986
Student Health/Nurse	Alyce Tordsen	(520) 459-8989

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.